BROADCASTING III

COURSE DESCRIPTION

Broadcasting III is offered in the Journalism and Broadcasting sub-cluster to students who have completed Broadcasting I and Broadcasting II or obtained the instructor's approval. This course focuses on simulated real-life broadcast production and management. Projects center on in-house production of newscasts, special events, and original programming. The student will gain valuable insight into both audio and video sides of the broadcasting industry. Course content is composed of scripting, reporting, directing, editing, budgeting, and producing, as well as cameras, lights, sound, and set design. This course will explore the latest digital technology and applications, research, and future trends in the broadcast industry. Upon completion of this course students will be prepared to pursue post-secondary education or enter the broadcasting industry in an entry level position. The educational laboratories will assimilate broadcast facilities in the broadcast industry.

It is strongly recommended that administration and guidance follow the scope and sequence and course recommendations as listed.

Recommended: Broadcasting I, Broadcasting II

Recommended credits: 2-3

Grade Levels: 11^{th}-12^{th}

Number of Competencies in Course: 2 credits – 36
3 credits – 40

Note: Standards 1-9 apply for 2 credits. Standard 10 applies for an additional credit. All work-based learning guidelines must be followed to receive the third credit.

BROADCASTING III

STANDARDS

1.0 Students will perform safety examinations and maintain safety records.

2.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

3.0 Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the workplace.

4.0 Students will demonstrate the ability to communicate effectively through oral, written and visual expression.

5.0 Students will examine how media entities are funded.

6.0 Students will examine the evolution of new media technologies and new methods of content delivery.

7.0 Students will demonstrate the ability to conceptualize, develop, and express an idea.

8.0 Students will analyze environmental conditions and select appropriate equipment for the application.

9.0 Students will function successfully within an environment structured after current media industries.

10.0 Students will demonstrate ethics in the industry.

11.0 Students will analyze how electronic media including the broadcasting industry is applied through a specific work-based learning experience.

BROADCASTING III

STANDARD 1.0

Students will perform safety examinations and maintain safety records.

LEARNING EXPECTATIONS

The student will:

1.1 Pass with 100% accuracy a written examination relating specifically to safety issues in relation to this course of study.

1.2 Pass with 100% accuracy a performance examination relating specifically to tools and equipment in relation to this course of study.

1.3 Maintain a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.

1.4 Follow rules and regulations to comply with personal and lab safety standards to include general standards, fire, and electrical.

1.5 Practice and apply health and safety OSHA standards as they pertain to the course.

1.6 Select tools, technology, machinery, equipment, and materials appropriate for the given assignment.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

1.1 Passes with 100% accuracy a written examination relating specifically to safety issues in relation to this course of study.

1.2 Passes with 100% accuracy a performance examination relating specifically to tools and equipment in relation to this course of study.

1.3 Maintains a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.

1.4 Demonstrates and follows procedures for classroom and lab safety, fire safety, and electrical safety.

1.5 Assesses and applies health and safety OSHA standards as they pertain to the course.

1.6A Demonstrates appropriate use of tools to complete assignment.

1.6B Identifies sources of information concerning state-of-the-art tools, equipment materials, and technologies.

1.6C Identifies potential hazards related to use of tools and equipment.

SAMPLE PERFORMANCE TASKS

- Assess the work area for safety hazards.
- Design a corrections program for identified hazards.

- Model the appropriate protective equipment for an assigned task.
- Read manufacturer specifications to determine safe practices while working on various electrical and electronic systems.
- Demonstrate personal safety (e.g., dress, eye and hearing devices, and jewelry).
- Demonstrate the handling and disposing of chemicals.
- Complete a safety inspection evaluating possible fire and water hazards.
- Develop a presentation on right to know laws and any other laws required for safety.
- Practice safe disposal procedures for chemicals used in related processes.
- Practice ergonomic processes when using the computers and equipment.
- Prepare Occupational Safety and Health notebook for the Tennessee SkillsUSA Championships

INTEGRATION LINKAGES

Science, Computer Skills, Research and Writing Skills, Language Arts, Communication Skills, Leadership Skills, Teamwork Skills, Communication Skills, Algebra, Geometry, Technical Geometry, RTNDA (Radio-TV News Directors Association), NAB (National Association of Broadcasters), Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA, SkillsUSA *Professional Development Program* (PDP), SkillsUSA *Total Quality Program* (TQP)

BROADCASTING III

STANDARD 2.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

LEARNING EXPECATATIONS

The student will:

2.1 Cultivate positive leadership skills.
2.2 Participate in the student organization directly related to their program of study as an integral part of classroom instruction.
2.3 Assess situations; apply problem-solving techniques and decision-making skills within the school, community, and workplace.
2.4 Participate as a team member in a learning environment.
2.5 Respect the opinions, customs, and individual differences of others.
2.6 Build personal career development by identifying career interests, strengths, and opportunities.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

2.1A Demonstrates character and leadership using creative-and critical-thinking skills.
2.1B Uses creative thought process by "thinking outside the box."
2.2A Relates the creed, purposes, motto, and emblem of their student organization, directly related to personal and professional development.
2.2B Plans and conducts meetings and other business according to accepted rules of parliamentary procedure.
2.3A Makes decisions and assumes responsibilities.
2.3B Analyzes a situation and uses the Professional Development Program or career technical student organization materials directly related to the student's program of study to resolve it.
2.3C Understands the importance of learning new information for both current and future problem solving and decision making.
2.4A Organizes committees and participates in functions.
2.4B Cooperates with peers to select and organize a community service project.
2.5A Researches different customs and individual differences of others.
2.5B Interacts respectfully with individuals of different cultures, gender, and backgrounds.
2.5C Resolves conflicts and differences to maintain a smooth workflow and classroom

environment.

2.6A Creates personal career development by identifying career interests, strengths, and opportunities.

2.6B Identifies opportunities for career development and certification requirements.

2.6C Plans personal educational paths based on available courses and current career goals.

2.6D Creates a résumé that reflects student's skills, abilities, and interests.

SAMPLE PERFORMANCE TASKS

- Create a leadership inventory and use it to conduct a personal assessment.
- Participate in various career technical student organizations' programs and/or competitive events.
- Implement an annual program of work.
- Prepare a meeting agenda for a specific career technical student organization monthly meeting.
- Attend a professional organization meeting.
- Develop a program of study within their career opportunities.
- Participate in the American Spirit Award competition with SkillsUSA.
- Complete *Professional Development Program Level I and Level II*, SkillsUSA.

INTEGRATION LINKAGES

SkillsUSA, *Professional Development Program*; SkillsUSA; Communications and Writing Skills; Teambuilding Skills; Research; Language Arts; Sociology; Psychology; Math; Technical Math; English IV: Communication for Life; Social Studies; Problem Solving; Interpersonal Skills; Employability Skills; Critical-Thinking Skills; Secretary's Commission on Achieving Necessary Skills (SCANS); RTNDA (Radio-TV News Directors Association), NAB (National Association of Broadcasters), Chamber of Commerce; Colleges; Universities; Technology Centers; Secretary's Commission on Achieving Necessary Skills (SCANS)

BROADCASTING III

STANDARD 3.0

Students will integrate reading, writing, math, and science skills and understand the impact of academic achievement in the work place.

LEARNING EXPECTATIONS

The student will:

3.1 Assume responsibility for accomplishing classroom assignments and workplace goals within accepted time frames.
3.2 Develop advanced study skills.
3.3 Demonstrate and use written and verbal communication skills.
3.4 Read and understand technical documents such as regulations, manuals, reports, forms, graphs, charts, and tables.
3.5 Apply the foundations of mathematical principles such as algebra, geometry, and advanced math to solve problems.
3.6 Apply basic scientific principles and methods to solve problems and complete tasks.
3.7 Understand computer operations and related applications to input, store, retrieve, and output information as it relates to the course.
3.8 Research, recognize, and understand the interactions of the environment and *green* issues as they relate to the course work and to a global economy.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

3.1A Uses appropriate time management to achieve goals.
3.1B Arrives at school on time each day.
3.1C Completes assignments and meets deadlines.
3.2A Assesses current personal study skills.
3.2B Demonstrates advanced note-taking ability.
3.2C Formulates appropriate study strategies for given tasks.
3.3A Communicates ideas, information, and messages in a logical manner.
3.3B Fills out forms, reports, logs, and documents to comply with class and project requirements.
3.4A Reads and understands technical documents and uses industry jargon, acronyms, and terminology appropriately.
3.4B Recognizes the meaning of specialized words or phrases unique to the career and industry.
3.5A Utilizes computation in adding, subtracting, multiplying, and dividing of whole

numbers, fractions, decimals, and percents.

3.5B Chooses the right mathematical method or formula to solve a problem.

3.5C Performs math operations accurately to complete classroom and lab tasks.

3.6A Understands scientific principles critical to the course.

3.6B Applies scientific principles and technology to solve problems and complete tasks.

3.6C Has knowledge of the scientific method (e.g., identifies the problem, collects information, forms opinions, and draws conclusions).

3.7A Uses basic computer hardware (e.g., PCs, printers) and software to perform tasks as required for the course work.

3.7B Understands capabilities of computers and common computer terminology (e.g., program, operating system).

3.7C Applies the appropriate technical solution to complete tasks.

3.7D Inputs data and information accurately for the course requirements.

3.8A Researches and recognizes *green* trends in career area and industry.

3.8B Examines current environmentally friendly trends.

3.8C Applies sustainability practices by understanding processes that are non-polluting, conserving of energy and natural resources, and economically efficient.

SAMPLE PERFORMANCE TASKS

- Examine and compile different learning styles for portfolios.
- Create calendars containing all activities and obligations for one month. Discusses how to handle conflicting or competing obligations then complete daily and weekly plans showing tasks, priorities, and scheduling.
- Complete self-assessments of study habits.
- Compute precise and exact measurements.
- Explore study strategies for different subjects and tasks then analyze two homework assignments and select the best strategies for completing them.
- Create "life maps" showing necessary steps or "landmarks" along the path to personal, financial, educational, and career goals.
- Take notes during counselor classroom visits and work in small groups to create flow charts of the path options.
- List attitudes that lead to success then rate individually in these areas. Work together to suggest strategies for overcoming the weaknesses identified own and partners' self-assessments then share with the class the strategies developed.
- Research the Internet and other technology to collect and analyze data concerning climate change.
- Keep a data file of alternative energy sources and the sources' impact on the environment.
- Develop a recycling project at home or for the school environment.

INTEGRATION LINKAGES

SkillsUSA, *Professional Development Program*; SkillsUSA; Communications and Writing Skills; Teambuilding Skills; Research; Language Arts; Sociology; Psychology; Math; Technical Math; English IV: Communication for Life; Social Studies; Problem Solving; Interpersonal Skills; Employability Skills; Critical-Thinking Skills; Secretary's Commission on Achieving Necessary Skills (SCANS); RTNDA (Radio-TV News Directors Association), NAB (National Association of Broadcasters), Chamber of Commerce; Colleges; Universities; Technology Centers; Secretary's Commission on Achieving Necessary Skills (SCANS)

BROADCASTING III

STANDARD 4.0

Students will demonstrate the ability to communicate effectively through oral, written and visual expression.

LEARNING EXPECTIONS:

The student will:

4.1 Serve as responsible personnel in various operations, duties, and management
4.2 Develop programming for on-air operations
4.3 Produce a project for on-air programming
4.4 Perform scripted instructions for on-air programming

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

4.1A Performs the responsibilities for meeting FCC (Federal Communication Commission) regulations.
4.1B Demonstrates abilities to function as department heads within the daily operations of the station.
4.1C Researches the basics of digital broadcasting from studio to transmitter
4.1D Researches the basic technical and staffing infrastructure of a digital television and/or radio station
4.2A Scripts material for a timed production
4.2B Produces on-air programming
4.2C Researches materials used in developing on-air programming
4.2D Evaluates music for compatibility to the program format
4.3 Analyzes production and show-prep for on-air production
4.4 Follows script for a given program

SAMPLE PERFORMANCE TASKS

- Perform a daily analysis of the FCC files in keeping with FCC policy and regulations
- Schedule and retrieve daily logs for the day-to-day operation of the station
- Supervise and evaluate production activities for on-air broadcast
- Monitors on-air operations and station format
- Analyze air checks to adhere to formatics and operations
- Develop an outline for completing a production
- Determine the necessary resources for developing a timed program
- Submit recorded air check or project for project evaluation
- Create and produce various public affairs, news, and sports programming

INTEGRATION LINKAGES

English, Speech, Communications, Drama, Research, Math, Social Studies, Photography, Electronics, Teamwork, Worth Ethics, Critical Thinking, Computer Skills, RTNDA (Radio-TV News Directors Association), NAB (National Association of Broadcasters), ATVC (Advanced Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, Professional Development Program – SkillsUSA, SCANS (Secretary's Commission on Necessary Skills)

BROADCASTING III

STANDARD 5.0

Students will examine how media entities are funded.

LEARNING EXPECTATIONS:

The student will:

5.1 Distinguish between commercial and non-commercial stations
5.2 Develop a plan using FCC guidelines for underwriting or sales for commercial or non-commercial stations.
5.3 Prepare a budget for marketing of a commercial or non-commercial station.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET:

The student:

5.1 Examines FCC rules and regulations concerning commercial and non-commercial stations.
5.2A Examines FCC rules and regulations for developing underwriting and commercial spots
5.2B Creates marketing plans for developing underwriting or commercial spots
5.2C Develops underwriting and/or commercial spots for on-air programming
5.3A Exhibits knowledge of the market share concept
5.3B Demonstrates the relationship between ratings and advertising costs
5.3C Researches and develops a planned budget for the production of a marketing campaign for an on-going program

SAMPLE PERFORMANCE TASK

- Work with marketing program to develop a sales plan for on-going programming
- Present plans for a budget for a commercial or non-commercial station
- Explore fees for music rights to be secured for use in a commercial
- Research current advertising costs and underwriting based on market share concept
- Graph the correlation between ratings and advertising costs
- Create underwriting or commercial spots for on-going programming

INTEGRATION LINKAGES

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BROADCASTING III

STANDARD 6.0

Students will examine the evolution of new media technologies and new methods of content delivery.

LEARNING EXPECTATIONS

The student will:

6.1 Evaluate new methods of content delivery. (The Internet, Streaming, Podcasts)
6.2 Examine interactive media. (Blogs, Social Networking)
6.3 Develop and evaluate various aspects of new media presentations

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

6.1 Examines various levels of content delivery from traditional digital broadcasting, mobile TV, and streaming and publishing on the Web.
6.2A Researches the impact of new interactive media to a media company.
6.2B Evaluates social networking sites. (Facebook, MySpace, Twitter, Blogs, etc…)
6.3A Creates original programming using electronic media concepts, which require multi-media applications such as Web casts, streaming, podcasts, blogs, and social networks.
6.3B Creates the program format to reach a target audience.

SAMPLE PERFORMANCE TASK

- Develop a podcast site
- Create and maintain a web page.
- Utilize different mediums to distribute station content.
- Research the characteristics of target audiences.

INTEGRATION LINKAGES

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BROADCASTING III

STANDARD 7.0

Students will demonstrate the ability to conceptualize, develop, and express an idea.

LEARNING EXPECTATIONS

The student will:
7.1 Conceptualize and plan a studio or remote production
7.2 Develop an outline for a pre-production meeting
7.3 Create a studio or remote production

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:
7.1 Follows procedures for creating and planning a studio or remote production
7.2 Organizes the necessary workforce for creating the program
7.3A Implements a developed plan of production activities
7.3B Creates program using broadcast standards
7.3C Performs duties necessary for creating original programming
7.3D Designs an appropriate set for studio or remote production

SAMPLE PERFORMANCE TASK

- Brainstorm, conceptualize, and storyboard program ideas
- Diagram a pre-production meeting and all aspects of a studio or remote production
- Perform all aspects of planned production
- Operate equipment necessary for the production of an original program
- Perform duties of talent as assigned by producer
- Create set environment for program format
- Produce package or program segment for programming

INTEGRATION LINKAGES

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BROADCASTING III

STANDARD 8.0

Students will analyze environmental conditions and select appropriate equipment for the application.

LEARNING EXPECTATIONS:

The student will:

8.1 Research a remote site for production
8.2 Determine necessary equipment for a studio or remote production
8.3 Determine the necessary staffing for a studio or remote production
8.4 Calculate necessary power usage and determine method of supply
8.5 Design and present a signal flowchart.
8.6 Analyze final product for quality control

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

8.1 Determines contact person and arrange site visit
8.2 Completes production chart
8.3A Assigns operators, technicians, and talent.
8.3B Determines impact of new media technology on job roles and responsibilities
8.4 Communicates with chief engineer to arrange for the method of power supply
8.5 Organizes and arranges method of transmission of video and/or audio signal
8.6 Evaluates the final tape, file or disk for quality assurance and improvements

SAMPLE PERFORMANCE TASK

- Complete production checklist
- Organize and schedule production time with client, technicians, and talent
- Communicate with the clients on specifics of the production
- Develop a production chart for specific remote
- Determine wattage necessary for conducting a remote
- Supervise the production of remote or studio production
- Determine method for sending transmission to studio from remote site

INTEGRATION LINKAGES

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Professional Development Program – SkillsUSA, SCANS (Secretary's Commission on Necessary Skills)

BROADCASTING III

STANDARD 9.0

Students will function successfully within an environment structured after current media industries.

LEARNING EXPECTATIONS:

The student will:

9.1 Analyze the responsibilities of the ATSC (Advanced Television Systems Committee).
9.2 Research global broadcast standards
9.3 Evaluate audio and video formats
9.4 Analyze signal processing and transmission
9.5 Analyze the different methods of transmitting electronic media

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:

9.1 Researches and lists the responsibilities of the ATSC (Advanced Television Systems Committee)
9.2 Compares bands for transmission globally
9.3 Examines different formats and their uses in the broadcasting industry
9.4A Compares digital equipment
9.4B Analyzes equipment used to measure audio and video levels
9.4C Operates measuring equipment for production standards
9.5A Distinguishes between the methods of transmitting audio and video signals
9.5B Monitors and evaluates video and audio transmissions

SAMPLE PERFORMANCE TASK

- Develop research on the responsibilities of the ATSC (Advanced Television Systems Committee)
- Measure audio using VU (Volume Units) meter and video signals using waveform monitors and vector scopes
- Distinguish between audio and video technologies

INTEGRATION LINKAGES

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Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, Professional Development Program – SkillsUSA, SCANS (Secretary's Commission on Necessary Skill

BROADCASTING III

STANDARD 10.0

Students will demonstrate ethics in the industry

LEARNING EXPECTATIONS:

The student will:
10.1 Evaluate electronic media effects on society
10.2. Demonstrate work ethics in completing activities related to audio and video production
10.3 Demonstrate professional conduct around issues such as, but not limited to, copyright, use of material taken from the Internet, and privacy.

PERFORMANCE INDICATORS: EVIDENCE STANDARD IS MET

The student:
10.1A Analyzes the effect of television on historic events
10.1B Researches the effects of electronic media on society
10.1C Inspects the concept of bias, social responsibility, and personal integrity
10.2A Demonstrates knowledge of the First Amendment and the responsibility of the press
10.2B Demonstrates knowledge of the definitions of "libel" and "slander"
10.3 Demonstrates ethical behaviors in what is written, spoken, or presented

SAMPLE PERFORMANCE TASK

- Create a documentary on the effects of broadcasting on the fall of the Russian Empire, the Vietnam War, and the Kennedy-Nixon Presidential debate.
- Develop research on the effects of the broadcasting industry and other forms of electronic media on changes of ethics in society. Present the information to the class, community, or a professional organization.
- View and evaluate current programming effects on society
- Develop programming that exhibits moral and ethical behavior
- Debate societal ethics and electronic media ethics for presentation effects
- Create a video which combats negative and immoral behavior
- Create public service announcements that create positive social behaviors and trends

INTEGRATION LINKAGES

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Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, Professional Development Program – SkillsUSA, SCANS (Secretary's Commission on Necessary Skills)

BROADCASTING III

STANDARD 11.0

Students will analyze how electronic media including the broadcasting industry is applied through a specific work-based learning experience

LEARNING EXPECTATIONS:

The student will:

11.1 Participate in a work-based learning environment
11.2 Produce a plan to integrate time management principles in an on-air production
11.3 Integrate personal and industry ethical principles into the work-based learning environment.
11.4 Adjust principles of safety to the work-based environment

PERFORMANCE INDICATORS: EVIDENCE STANDARDS ARE MET

The student:

11.1 Demonstrates leadership and management skills through exhibiting characteristics of integrity and pride in work.
11.2 Evaluates workplace situations; applies problem-solving and decision-making skills to develop a production chart for an on-air production.
11.3A Analyzes the opportunity and advantages of working in a commercial station through work-based learning.
11.3B Examines employment site and apply personal values to work situations
11.4A Critiques the work-based learning environment for safety violations
11.4B Applies safety rules and regulations to work

SAMPLE PERFORMANCE TASKS

- Evaluate work-based learning environment and identify possible ramifications of the individual's behavior for the organization, other employees, and the employee him/herself
- Prepare a work schedule that will incorporate time management and organizational skills to on the job training
- Using an employee review document, teams will discuss the possible job behavior that might have resulted in positive or negative results for an on-air production
- Explain how performance evaluations relate to salary and promotions
- Conduct a safety inspection and calculate how violations may affect production costs

INTEGRATION LINKAGES

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Television Committee), OSHA (Occupational Safety and Health Administration), SkillsUSA, Professional Development Program – SkillsUSA SCANS (Secretary's Commission on Necessary Skills)